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ABSTRACT

This survey of extended day programs in independent schools consists of data gathered from replies to questionnaires sent to National Association of Independent Schools member schools, interspersed with commentary from the authors. It is intended to portray what already exists, alert readers to concerns and responsibilities, and convey the variety of extended day programs throughout the country. After a brief explanatory introduction, the first major section, "What Schools Are Doing," provides information derived from the survey on the following topics: getting started, governance and contracts, space, enrollment and clientele, time, staffing and salaries, program design, communication, budget, licensing, and evaluation. The second section, "Voices from the Field," provides directors' descriptions of seven extended day programs at independent schools throughout the country. A brief summary presents general observations about the effectiveness of extended day programs, based on the survey as a whole. Four appendixes provide considerations in beginning and evaluating an extended day program, the questionnaire used in the survey, and a selected bibliography. (TE)

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NAIS SURVEYS & REPORTS

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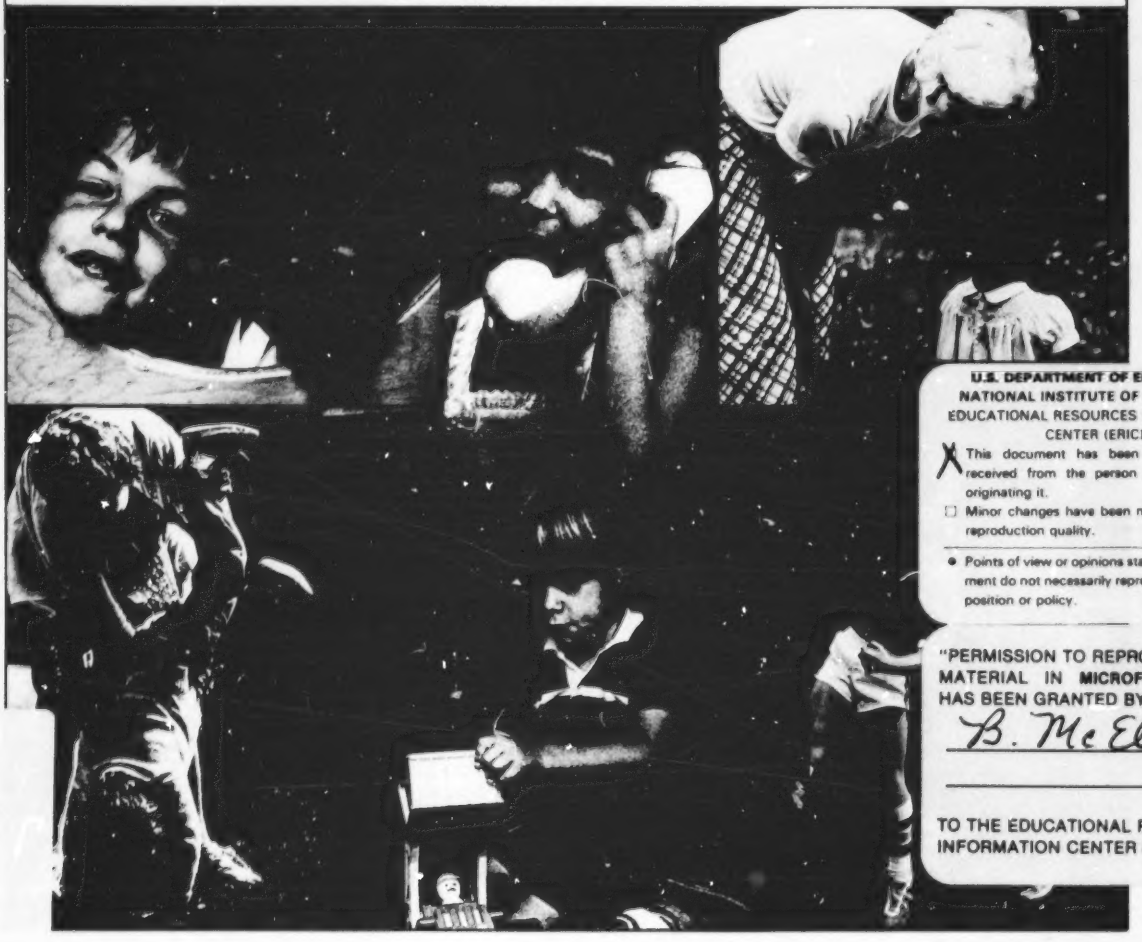
EXTENDED DAY PROGRAMS IN INDEPENDENT SCHOOLS

SUSAN W. NALL AND STEPHEN E. SWITZER



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NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

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EXTENDED DAY PROGRAMS IN INDEPENDENT SCHOOLS

by

Susan W. Nall and Stephen E. Switzer

National Association of Independent Schools
18 Tremont Street, Boston, Massachusetts 02108

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About the Authors

Susan W. Nall is associate professor and chairperson of the Department of Elementary and Early Childhood Education at Southern Illinois University at Edwardsville. She was instrumental in organizing an extended day program and presently serves as president of its board of directors. She has given numerous presentations to teachers and administrators on the impact of changing family structures on the policies and procedures of schools. Half of a dual-career family, Susan Nall has two daughters who are in two different extended day programs.

Stephen E. Switzer is head of Community School, an elementary school in St. Louis. During 14 years of heading independent schools, he has worked to found or redesign three early childhood programs. Being the parent of two teenagers and a five-year-old has given him a special perspective on the needs of young children as they grow and learn within the independent school environment.

Foreword

This survey of extended day programs, which grew out of discussions in the NAIS Elementary Schools Committee, turned out to be as interesting and stimulating as it was arduous and time-consuming. The data gathered from replies to the questionnaire sent to NAIS member schools are interspersed with commentary by the authors.

Our opinions, which have been shaped by many informal talks and by our own experiences, remain opinions. We chose to disagree, as we hope readers will by writing to us so that we may benefit from their experiences. We divided responsibility for the report: Susan Nall collected and analyzed the data, and Steve Switzer sought out and organized the voices, critics, and comrades who helped.

We have tried to produce a document that will help both new and established extended day programs. We hope it gives an accurate picture of what presently exists, alerts readers to concerns and responsibilities, and conveys the richly varied flavor of the many extended day programs functioning all over the country. Our goal is for extended day programs in NAIS schools to deserve the praise and respect of parents and professionals for their quality, sensitivity, and warmth.

We are aware of gaps in the report. We wish, for example, that we had better data on the effect of extended day programs on children. We could not find such evidence in the literature, and neither time nor energy permitted us to collect testimony from children or parents to add to the testimony of program directors. We hope their words will convey the spirit of extended day programs.

We greatly appreciate the effort and time that people in NAIS schools gave to completing our questionnaire. For their important help in preparing this report, we also owe great thanks to Maxine Blaine, Community School, St. Louis; Rob Ciampoli, Crossroads Schools, St. Louis, formerly of The New City School, St. Louis; Judith W. Dillon, Annie Wright School, Tacoma, Wash.; Ann Edmonds, Glenridge Child Care Center, St. Louis; Patricia Kohn, Childgrove School, St. Louis; Ellie Martin, The Key School, Annapolis, Md.; Karen B. Robb, The Laboratory Schools, University of Chicago; Peggy Scott, The Park School, Brookline, Mass.; and Steve Zwolak, Community School, formerly of Glenridge Child Care Center, St. Louis.

We are most grateful to Paul Bauer, a doctoral student at Southern Illinois University at Edwardsville, for helping us prepare the manuscript.

Special acknowledgment is given to Susan Abel Lieberman, director of the Educational Confederation, an association of 18 independent schools in St. Louis. As the mother of two boys, aged ten and twelve, she is an inveterate carpooler and schedule juggler who knows well the anxieties prompted by conflicts between work and home. She is also the author of Celebrate, a book of new family traditions, to be published by Putnam in the fall of

1984. We are particularly indebted to her for helping us greatly in the planning stages, for editing the final draft, and for her commitment to a manuscript that would reflect the voices of those in the field. To Susan Lieberman we express our heartfelt appreciation for her encouragement, kindness, and support.

INTRODUCTION

The titles of two recent books tell us that Real Women Don't Pump Gas and Real Men Don't Eat Quiche. While these titles may be disputed by real life, current Labor Department statistics describe a phenomenon that suggests another title, one we might have given to this report: Real Mommies Are Not Home after School.

When today's crop of teachers and school heads were growing up, mommies were mostly home after school, with cookies and kisses. From 1970 to 1980, however, the percentage of working women having children under the age of eighteen nearly doubled. They were very real mothers who cared just as much for their children as the others but who were not necessarily available at 3:30. The number of marriages ending in divorce has also increased significantly in recent years, with the result that one in every five children now lives with a single parent. Most of their parents must hold full-time jobs to support themselves and their children.

This is a phenomenal change to have occurred in only one decade. But some things have not changed. Schools still begin about the same time and end about the same time. And kids still need snacks and kisses.

This has created a problem for young children who need a supervised, caring place to be after school. It has created a problem for parents who simply cannot be at home after school. It has created a problem for schools, which have felt increasing pressure to help with the solution. It has also created an opportunity known as the extended day.

By taking the hours between the time a person typically leaves for work and gets home and subtracting the part occupied by the usual school day, what is left is extended day time. Most extended day programs in schools begin with the hours between 7:30 and 8:30 in the morning and, after school, go until 5:30 or 6:00.

This report about extended day programs in independent schools summarizes what is already happening in NAIS member schools and focuses on the major concerns schools need to address in thinking about an extended day program.

Three perspectives need to be considered. First is the child's perspective. What is good for children? How can we best serve our children and go about meeting those needs? If we in schools are responsible for children for an extended day, what are their most important needs? What effect will we have on their lives? What contribution can we make to their spirits? Can the loss of time with their parents actually be turned to advantage, or will these children somehow be diminished? The needs of children don't shift focus at 3:00 or 3:30 like a digital clock changing hours. But to meet their multiple needs in a balanced, healthy way a school offering an extended day program does need to shift. It must differentiate this program from the regular academic program and view it separately.

Second, the school must deal with the needs of parents. Most parents who use extended day programs regularly work or are in school. They need a place for their children to be watched and fed and loved. They need not to feel guilty about having to be away all day. They need to see that their children are content. They need to know that the care is competent, consistent, and reliable. They need it to be affordable. If parents do not

have extended day options; what are the alternatives? Are they better, worse, or just as good?

Finally, the school must consider its own needs. Why take on one more possible problem? After all, the school has always had a clearly defined educational mission. It is not the school's job to be surrogate parent, and certainly not surrogate babysitter.

And yet, historically, schools have adapted to the needs of society. Early rural schools stopped for harvesting. Today, inner city schools provide breakfast to hungry children, high schools offer driver training. Our independent schools have traditionally tried to maintain a sharp focus on the academic and developmental needs of individual children and to resist fads and diversions.

The extended day is neither a fad nor a diversion. With 13 million children under the age of fourteen whose mothers work full time, the extended day may be an important factor, especially for elementary schools, in attracting and retaining families. More women are working; most are under thirty-five and have younger children just now making their way through the elementary grades. Steadily rising independent school tuitions will require more and more families who want extended day programs to have two working parents. If we are to be available to a broad cross section of the community, we will have many children from single parent or two working parent homes. In purely economic terms, schools must worry about competition and maintaining their share of the market.

How have independent schools considered the extended day? What have they learned? What can they share? What are their questions?

Might the absence of an extended day program shut a school off from

recruiting effectively among families with a single parent or two working parents? Does the presence of such a program make the school a better place? Can it help the school serve its students in a way that benefits both? Will it make money? Will it cost the school money? How will it serve the school's overall mission?

These were some of the questions we sought to explore by surveying NAIS member schools. After review, revision, and field testing, NAIS, in the spring of 1983, sent a 44-item questionnaire (reproduced in Appendix C) to all 900 member schools in the United States. Replies came in from 549 schools, for a return rate of 61 per cent. Approximately one third said they had an extended day program, which led us to suspect that independent schools might have played a modest role as pioneers in this movement.

We followed up on these replies with individual interviews when we needed more information. We also researched the literature but found little help from that source. Finally, we sought the perspectives of independent and public school administrators intimately involved with teachers, parents, and children in extended day programs.

With relation to existing extended day programs, the chief purpose of the questionnaire was to identify difficulties and successes so that we might develop a list of considerations that any school could use to establish, evaluate, and, if necessary, strengthen an extended day program.

While elementary schools have many of the same concerns as secondary schools, they have some special concerns of their own as well. Elementary schools have been especially affected by the changes in family patterns that began in the 1960's. They have felt strongly the effects of increasing numbers of divorced parents and decreasing numbers of parents who can

serve as volunteers. They deal with little children who are acutely influenced by the school's atmosphere and anxious young parents not yet calmed by the experiences of time. Because they cannot ignore the changing character of the American family, elementary schools must take a close look at extended day programs.

What we hope this report shows is that it is possible to offer an excellent extended day program with a high-quality staff at an affordable price with a minimum of complication for the school, one that makes it possible for children to remain at school instead of going home, yet feel content, cared for, and even excited about being there.

WHAT SCHOOLS ARE DOING

The member schools of NAIS pride themselves on excellence. They like to believe they offer their students a superior education. If independent schools are to provide extended day programs, these also should be excellent, not merely childcare conveniences.

Data provided by the 164 schools reporting active extended day programs form the following profile of these schools.

Enrollment		Type of school		Grades served	
Under 101	5%	Boys'	6%	Pre-K	65%
101-200	19%	Girls'	10%	Kindergarten	88%
201-350	20%	Coed	84%	1-6	90%
351-500	21%			7-8	72%
Over 500	35%			9-12	55%

This information suggests that a school's size does not affect its decision whether or not to have an extended day program. Thirty-five per cent of the schools with programs had over 500 students, and another 20 per cent or so fell in each of the 101-200, 201-350, and 351-500 categories. Only slightly more than half of these schools enrolled students above grade 9, however.

The age of the programs reflects the mounting pressures of recent changes in working patterns. Ten years ago only 7 per cent of these programs were in existence. Seven years ago, in 1977, the number was up to 18 per cent. From 1977 to 1981, however, the number jumped to 82 per cent, with about 43 per cent of these programs having been started between 1979 and 1981. Fourteen per cent were in their first year at the time of the

questionnaire. As these young programs get past their early settling-in pains, they must move on to a hard, qualitative assessment of what they are doing. We hope that this report will stimulate such evaluation.

Getting started

In most cases reported by questionnaire respondents, the extended day program was developed by the school; another 14 per cent resulted from a joint parent-school effort, and 20 per cent were initiated by parents. We can therefore presume that most schools prefer to have direct control of the program. But Susan Nall's own positive experience with a parent-initiated program in a neighborhood public school in St. Louis, coupled with the fact that 20 per cent of the programs represented here were parent-initiated, indicates that this model is a workable one.

Governance and contracts

Questionnaire responses indicated that about two thirds of the existing programs are governed by the school's trustees and one third by the administration of the school, the head of the school, or the head of the lower school. When governed by the administration, the program is either directly supervised by the head or supervision is delegated to a member of the program's staff. Only six programs have a separate board of directors. Programs do not typically have their own by-laws.

Insurance agreements are almost always part of the school's policy; only 3 per cent of the programs said they have a separate one.

Other legal or written agreements are not the norm for extended day programs. Only 42 programs reported the use of contracts or letters of agreement with staff members. A letter of agreement stating general

expectations and responsibilities is good practice that should be more prevalent.

To overcome the image of extended day programs as necessary evils rather than positive experiences for children, it is important to educate school trustees about them. Unfortunately, misconceptions and lack of knowledge among board members are common. Programs in formation benefit from creating positive board support from the outset; existing programs must continue to educate board members.

Space

Typically, an extended day program occupies rent-free, shared space in the school. Although only 29 of the 164 programs reported having their own room within the building, respondents consistently reported a desire for their own space as well as the advantages of having that space: clearer identity for the program, greater convenience for the staff, and the opportunity for the children to have places for materials, equipment, displays, and even special nooks and crannies.

Shared space appears to be one of the most frequent irritants to staff members. "Our program is in the cafeteria. That means we can leave nothing out at the end of each day. Sometimes I feel like a bag lady, and I can't help but think the children have a sense of transience, that we aren't as warm and caring as I would like," said an extended day teacher in a public school program. A program director wrote that lack of a separate room makes people more likely not to view the program as an integral part of the school.

Enrollment and clientele

Extended day programs are small: about half have 35 students or less, and somewhat less than a quarter have more than 50. Most programs serve children aged three to eight. Less than half also have nine- to twelve-year-olds. These numbers suggest that parents who need extended day programs are likely to be in the minority. Sometimes it is difficult for parents or trustees who do not need the extended day to appreciate its value for a single parent or two working parents.

Although the data are not always clear, about a quarter of the children in programs are from single-parent families and another half are from two-earner families. Interestingly enough, many programs also reported serving children from two-parent single-income families.

Time

Nearly all of the programs--92 per cent--operate after school hours. Not quite a third offer before-school care, usually from 7:30 to 8:30. It appears that many other schools permit students to arrive as early as 7:30, even though no formal program is in effect. Twenty-one remain open when school is closed for all or part of the day. Only four are also open during summer and school vacations.

A typical after-school program operates from 3:30 to 6:00. Most programs give parents the choice of hourly, part-time, or full-time participation. Although flexibility is much valued by parents, it can be aggravating for the staff, because drop-in options make it hard to maintain a constant student-staff ratio.

Working parents are likely to encounter unexpected delays in picking up their children, which leaves staff members babysitting with lonely

children after 6 o'clock. To counter this, nearly half the programs impose penalties for late pickups ranging from a dollar a minute to $25 for 15 minutes. It is advisable to have a late pick-up penalty, especially for programs that extend to 6 o'clock.

Staffing and salaries

Most people will agree that the quality of any program depends on the quality of its staff. Although recruiting staff members for extended day programs in independent schools is not generally viewed as a problem, selection does involve careful thought. While many excellent people sincerely like children and are dedicated workers, in reality the early and late hours, coupled with the broad age span, are not appealing to some.

Recruitment of staff for extended day programs should follow the conventional process of advertising, interviewing, calling people given as references, and so on. Possible sources are university and college placement offices, day care clearinghouse agencies, newspaper advertisements, and word of mouth. The extra time needed to conduct a thoughtful search is well worth the effort in the long run. It is wise to resist the temptation to hire in haste for the sake of convenience.

The three most common staffing patterns in extended day programs are a director and one or more aides or assistants, one or more teachers, or a teacher and one or more aides or assistants. Hours worked vary considerably. Directors' and teachers' hours range from two to 40 hours a week. Aides and assistants work a similar range of hours, for an average of 15 hours. If a program offers both before- and after-school hours, it is recommended that the staff be the same at both times to give the children continuity and less change. This is especially important for young children.

More than half (57 per cent) of the program directors have a bachelor's degree, though not always in education, while 23 per cent have a master's degree. Of the teachers, 63 per cent have a bachelor's degree and 23 per cent have a master's degree. Among aides and assistants, 37 per cent have a bachelor's and 13 per cent have a master's degree.

Sixteen programs call on high school or college students for additional assistance. It is important to recognize that they represent an additional commitment on the part of the staff to organize, supervise, and guide their experience. While such help is appealing, the extra time it involves should be carefully considered.

Salaries for teachers range from $5 to $15 per hour, with a mean of $7.75. The hourly range for aides and assistants is $3 to $7.40, with a mean of $7. No attempt was made to assess past experiences of staff members, but it can be assumed that people's salaries are set in accordance with their education and experience.

Interestingly enough, of the 53 programs that have directors, 38 of these people are also employed by the school. In many programs the teachers, assistants, and aides are also employed by the school. While this phenomenon has the obvious advantage of continuity, especially for children, a caution is extended. The long and unusual hours, which are challenging in and of themselves, take their toll over time. A high-quality extended day program can ill afford to be plagued by avoidable problems. Administrators of extended day programs should, for example, have a procedure for staff members to report their absence as well as a list of available, knowledgeable substitutes.

Most extended day programs have a 10:1 student-teacher ratio. Variations exist, depending on time of day and age of children served.

This relatively low ratio is beneficial and necessary, for children are not always at their best early in the morning or late in the afternoon.

Since a first-rate staff is essential for a high-quality extended day program, staffing should receive a great deal of attention and time, all the way from initial screening of applicants to evaluation of staff members.

Program

Whether in the cafeteria or the hall, with by-laws or without, the heart of an extended day operation is, in addition to its staff, its program. Three quarters of the schools saying they offered extended day programs described them as "informal with some planned activity" as opposed to "academic" or "formal, consisting of planned organized activity." About two thirds also checked the adjective "recreational," and two fifths checked "developmental."

Although parents frequently express a preference for enrichment opportunities--music and dance lessons and clubs--our "voices" from the field tell us that children need time to play. Many professionals in education worry that this generation is losing its capacity for play and fantasy, which are so critical to the development of self-motivation and curiosity. What individual children need varies greatly; generally indispensable, however, are dirt piles and playgrounds and junk bags, snack times that can last until one has finished eating, and conversations that can take place without distraction or interruption.

Respondents added many thoughtful comments about the nature of their programs that were similar in spirit. One director said that the purpose of her school's program was to "provide enrichment experiences in a secure

environment that encourages positive social development." Another director wrote, "Our program allows the children to be involved in a nonstructured, well-supervised activity. It enables the children to relax after school and work in a noncompetitive setting. The program involves children of different ages working together."

Just about every program has outdoor play and board games. Art activities are the overwhelming favorite after outdoor play. Over half the programs checked homework as an available activity. About 40 per cent indicated that they offered "mini-courses," such as cooking, and half again that number had specialists in to work with the children. Some 25 per cent offer organized team sports. And 20 per cent have television, a higher percentage than we would have wished to find. Those who plan to set up an extended day program should consider the impact television viewing has over protracted periods of time.

Twenty-six programs said that most of their activities are teacher directed, whereas 16 reported that theirs are usually child directed. The remaining ones indicated a balance between a teacher- and a child-directed program.

Half the programs said they own their own equipment. Extended day students are hard on equipment; sharing supplies is hard on teachers. In some instances, duplication is costly and, quite possibly, unnecessary, but every program needs money to buy at least some equipment of its own. Perusing catalogues and going shopping are two activities children especially enjoy.

A key part of any extended day program is a snack. Surprisingly, 12 per cent of the programs have no snack. A few programs ask parents to send snacks along with their children, but most provide them. Most programs

also work to see that their snacks are nutritionally sound. In several programs, the children are involved in making the snacks, which is a commendable idea.

The curriculum of an extended day program is greatly influenced by the surroundings, which should feel warm, attractive, and inviting. If "centers" are important in the classroom, they are even more valuable in an extended day setting. In addition to their own room or rooms, extended day programs benefit from being able to use the gym, auditorium, and cafeteria. Younger children especially need places where they can curl up as well as places to run and shout and play. Older children also like to be away from school desks and rows. Programs whose staff members share special interests and skills with the children are attractive. The skills of the children themselves can also be tapped to create interesting program opportunities.

Extended day programs need to strive for a careful balance between structured activity and free time. Children especially need a chance to relax after school. An extended day teacher in a large program in a large school described her program as "a very calm, relaxed, and purposeful place for children to spend the after-school hours. A very even balance exists between directed and recreational play activity."

According to many respondents and other commentators, social and emotional growth is one of the most significant aspects of an extended day program. One director wrote that the strength of the school's program was its family-like atmosphere and emphasis on sharing, caring, and good sportsmanship. Another reported overhearing a first grade girl telling a kindergartner, "Extended day isn't just for play. It's a place where we learn to get along with each other."

Communication

It is essential for the teachers in the school and the staff of the extended day program to have cooperative working relations. Frequent conversation about individual children helps make a smooth transition at the beginning and end of the day. Perhaps a child isn't feeling well or has had an unfortunate experience during the day or the night before or is troubled by a change at home. Continuous communication also helps get information from a child's classroom teacher to those at home by way of the extended day program. It is important for teachers in the school and in the program to view their respective responsibilities not independently but as a significant part of a connected set of experiences that a child has during any given day.

A similar flow of communication between the extended day staff and the home is equally important. Parents are interested and need to know routinely what is going on in the program, not just about special events. Over a third of the programs have a newsletter for parents. Other means of communication with parents are a handbook (12 per cent), conferences (32 per cent), and special events (15 per cert). Twenty-three programs communicate through notes, letters, or mailings, and 52 use more informal means, such as the telephone, parent teas, and bulletin boards.

The data indicate that over half of the extended day programs have no formal means for the staff to communicate their evaluation of children to parents. One quarter of the programs did, however, report an informal approach. One hopes that the nature of the extended day allows for regular and informal dialogue between parents and staff as children are dropped off and picked up. The value of these exchanges is paramount. Often a child is hurriedly picked up by a parent and whisked off to a whirlwind set of

activities that include homework, dinner, a lesson of some sort, and then bedtime. It is to everyone's benefit if staff and parents take time to talk about a child's schedule and, if it is crowded, to slow the pace. A few such exchanges can help both parent and child make the transition from school to home. This is especially true for very young children.

Budget

How do extended day programs do financially? About 75 of them make money, either returning some funds to the school or keeping the surplus. In fewer than 20 programs, the school provides a direct subsidy. Forty-four programs break even.

Those in charge of extended day programs must be clear that their first priority is to serve children and families, which, of course, influences programming. Since most schools indirectly subsidize their extended day programs by providing space, utilities, and maintenance, it seems fair for programs to contribute to overhead expenses when possible. One should view with concern programs in which income is a high priority, for the result may be competent but uninspired babysitting--fine for the school and even the parents, but not for the children. It threatens the commitment to excellence that characterizes independent education.

Most programs generate income through tuition. Twenty or so also report receiving money from donations and gifts. Two thirds offer no financial aid to parents. The rest make full or partial aid available. Over two thirds bill their charges separately from the school's tuition.

Salaries, then supplies and snacks, are the major expenses. Other expenses are cleaning, utilities, field trips, and printing. Maintenance is usually provided by the school.

Since most of the extended day programs in independent schools are governed by the school, incorporation and tax status are seldom issues. If a program does function independently, it needs to keep accurate records. The sections on incorporation and tax exemption in School-Age Day Care: An Action Manual (see Appendix D) give a detailed explanation of these issues.

Licensing

About one quarter of the independent school extended day programs reported in the questionnaire are licensed by the state. Because licensing regulations vary from state to state, it is difficult to describe them generally. It is important to check with the appropriate state licensing agency to see whether a license is required and, if so, what is involved.

Evaluation

Like any other program in a school, an extended day program should be evaluated. About one fifth of the programs said that some kind of formal program evaluation had taken place. Thirteen of these respondents said a state or local agency had evaluated them, 15 had been evaluated by the school's administrators or staff, and the rest had been evaluated by a combination of parents, teachers, and trustees.

The staff is informally evaluated in two thirds of the programs. Only 15 per cent use a written form. If the school's regular teachers are evaluated, it follows that extended day staff members also should be--certainly in keeping with the emphasis on quality by independent schools. The purpose of staff evaluation should be for the growth and development of individual staff members.

It is noteworthy that about 127 out of 164 heads of schools that have extended day programs believe that their program contributes to the overall quality of the school. When asked how much time they commit to the program, half said it takes some time, and the other half were divided nearly equally between "no time" and "considerable time."

The greatest resistance to extended day programs appears to come from teachers who adhere to the traditional notion that the best place for children outside of the school is home and argue that schools should not make it easier to have them away from home. Many teachers have, perhaps, chosen teaching as a profession to allow them more time with their own children. Whether this personal decision shapes their opinions about work choices for others, especially women, is an interesting question.

When the directors of programs were asked if a "quality job" is being done, the overwhelming majority said yes, with only five saying no and another 10 saying "room for improvement," "adequate," "sufficient," or "fair."

In citing the strengths of their programs, directors listed quality of staff, meeting parents' needs, relaxed atmosphere, flexibility, and additional time for students to socialize. Further strengths mentioned were low student-teacher ratio, interaction between children of differing ages, enrichment opportunities, interest in individual children, support of the school, communication with parents, and developmental programming.

In response to a question about the quality of the school's extended day program, one director said that the children there say it is the best part of their day.

When asked about weaknesses, space limitations headed the list, being mentioned by 22 per cent of the respondents. Flexible attendance options also surfaced as a weakness, as did lack of structure and materials. Other

problems were the age range of children, sharing materials, budget, and staff turnover. One director noted, "The drain on teacher energy and the longer day for both teachers and children obviously present challenges not always present in the regular school day." Another frequently cited weakness was articulated clearly by the director who wrote, "Due to the informal atmosphere, parents tend to treat business matters informally."

VOICES FROM THE FIELD

In an attempt to reflect extended day programs from the perspective of those who are closest to their day-to-day functioning, several directors were asked to describe their program and to relate their thoughts and feelings about it. How does the program work? What are the good parts? What are the problems? Chosen at random, but with attention to good geographic distribution and variety of schools, they have been assigned fictitious names. The hope is that these "voices" will provide a dimension that allows the reader to see the components and issues of the extended day in the context of an entire program. The considerable breadth of programs represented should provide greater understanding of this emerging concept in education.

The first voice is that of an urban elementary school in the Midwest that began its program four years ago. The school's total enrollment is about 260. About a third of the students come from minority families.

Bowdoin Country Day School After-School Program

Our after-school program serves 90-120 students between the ages of three and twelve during the academic year. The school is open after school until 6 p.m., except on holidays. During winter and spring breaks, the school offers mini-camps for students.

Our program began in 1979 in response to a growing number of families who needed a supervised setting for their children. Parents needed this service for a variety of reasons: mothers were going back to work, many students opted to stay at school after 3 o'clock because their friends would be there, and a large

number enrolled in special classes in the arts or basic skills enrichment classes.

In the supervised program, children are grouped according to age and each group is supervised by one or two adults, according to the group's size. The schedule is flexible, but usually the students meet for attendance at 3:15, have free play until about 4:00, at which time they have a snack, and then they have activity time from 4:15 to 5:15, the hour in which most children are being picked up by their parents.

The group leaders of the supervised program are chosen by the head of the after-school program on the basis of their experience with children, collegiate majors (ideally education), and compatibility with the school's philosophy.

The leader's experience may include anything from babysitting to having been a full-time classroom teacher. We attempt to find college students who will be pursuing a career in education. The after-school program affords them entry into an increasingly competitive job market, and the experience they gain quite often determines whether they find gainful employment as teachers.

The group leaders must also feel comfortable with the philosophy and methods of the school. It is important for the children to know that the policies governing teacher behavior and student conduct between 8:30 and 3:00 extend to the after-school program.

Special classes are also offered to all students as part of our after-school activities. Children enrolled on a monthly basis in the after-school program may take these classes at discounted fees, but many students not regularly enrolled in the program also sign up for them. These classes are also open to students outside the school community.

Parents who enroll their children in the basic supervised program pay on a monthly or daily basis. Daily fees are $1 per hour; monthly rates are $35.

One of the major questions we ask ourselves constantly concerns the nature of the after-school time and how it relates or fails to relate to children's biological clocks. Obviously,

children need some "free" time to relax from a day of structured classwork. However, they would become bored if the time from 3:00 to 6:00 was free every day. The activities we have presented--except for the special classes--have therefore been open-ended yet delineated in some way: kickball, board games, movies, a homework-reading room for older students, and a snack room where students may prepare their own afternoon snacks under adult supervision. The children are given a variety of activities and locations throughout the school from which to choose. Most parents, expressing their opinions through questionnaires, seem to agree that this structured--yet unstructured--approach works well.

One of the major strengths of the program is our system of "retrieving" students. Sixth graders are paid about 50 cents an hour to work in the front hall helping parents find their children throughout the school and gather belongings. The parents, after a full day at their jobs, rate this as one of the most helpful services we provide. The students are also able to see, by looking at a location board, where each group is to be found, retrieve students and their belongings, and escort them to their waiting parents. It has been a wonderful experience for our sixth graders to have this responsibility, and we think it has added real value to our program.

A major concern is communication between the staff and parents. Most staff members, in their early twenties, need some help in learning to address and elicit the opinions and concerns of parents. Many parents want to know what goes on after school. They are primarily interested in their child's basic safety and welfare but quite often ask very detailed questions about snacks, activities, rest periods, and fees. Parents need to be reassured that the program ensures basic safety and a stimulating yet secure environment. Monthly newsletters from each age group have helped to establish communication and give parents more specific detail about the everyday activities after school.

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Another elementary school, also in the Midwest, describes the evolution of its 10-year-old program. This program offers a good example of "shared" staffing between the extended day and the regular day program.

The Extended Day at Rockcroft

Extending the school day at Rockcroft has, over the past 10 years, evolved from a program that was totally separate from "regular" school into one that reflects and shares the day staff's goals for each child. During these years, as more and more parents have required after-school care for their children, the school has reconsidered its responsibility and role in providing that care because, for over 40 of its children, school no longer ends at 3:00.

Recognizing that both parents' and children's needs can be better met with a well-planned, stimulating (or restful) end to the working day, the staff and administration have worked to complement the day school program, not by adding academic curriculum, but considering the requirements of individual children and providing appropriate activities and a trained staff in the extended day program. Babysitting is not enough.

Our administration is the link between extended day and day staff, though we do have several day staff specialists who also teach in the afternoons. A specialist in ceramics begins her day at noon in order to stay until 5:00. The coordinator of the older children's group is also a day staff member who staggers her hours to accommodate the 3:00-5:30 schedule.

No day staff member is "at school" teaching all day, then teaching in extended day for two more hours. Making some day staff members available in this way allows the children to see familiar faces at a time when they are often tired and cranky. Having other extended day staff members arrive before 3:30 gets the children organized as the day staff leaves the building.

Extended day serves the same age range as the day school--

three to twelve years old--and divides the children into two groups, younger and older. Each group has a specific coordinator who is a qualified and experienced teacher. At present, the coordinator of the younger group, who is also an art teacher, works from 7:30 to 9:00, leaves school, and returns at 2:30 to supervise such details as daily attendance, the day's activities, who among the "littles" is still sleeping, and, most vital, getting snacks into snarling stomachs! She comments, "We plan activities that will engage the children. For the most part, they are not interested in sitting down and pursuing more academic subjects. I see the oldest kids really enjoying clay and other art projects, cooking, and sports. The younger ones want more free play, some quiet time, and several of them sleep each day."

She, the other teachers, a sports and games specialist, a cooking teacher, and a high school student engage in such activities as planning the next day's snack, taking a group of children into the kitchen to prepare it, organizing sports or games, and beginning art projects. In addition, they identify who will be going to the nearby conservatory for music lessons, to the All-American Gymnastic Club for gymnastics instruction, ice skating at the rink in the park, or to private dance lessons. By coordinating the "usually on Saturday" activities, staff members hope to make it possible for parents to spend more weekend hours with their children. Quiet space and supervision for older children with homework is also provided.

In the early years of the extended day program, after staffing it with graduate students in education from local universities, the day staff and administration found that, given the time of day and the increasing numbers, the children required more structured supervision by adults trained and experienced in working with groups.

An extended day teacher is a special person, willing to work unusual hours in trying circumstances. It has been very difficult to find good staff people for those reasons. But we have persisted because our children need well-planned programs

and adults who look at them, see their needs, and know how to respond. We have been successful in the past few years in finding a creative and able staff.

The adults must be generally well qualified, not just qualified to work with children. Frequently the extended day teacher is the primary contact a parent has with our school. The parent may need information or answers that the teacher can provide or, just as important, tell the parent where else to seek them. Extended day staff members need to be able to make mature judgments even in the not unfamiliar extreme of a child "falling apart" as his parent drives up.

We have found several teachers among our extended day staff who have become interested in the regular school and have joined the day staff. The school also calls on extended day staff members to serve as substitutes during the year, which allows the school to offer a more attractive salary.

The problems that occur each year in the extended day program are adequate staffing, funding, space allocation, and training new staff members. Each year new solutions are devised as the program is evaluated in the summer. This year the basic fee of $1.30 per hour covered the direct expenses of the program but did not fully pay for it.

Because we are interested in the whole child and especially in a child having supervised time after school, we have extended our day. It is unfortunate that the hourly rate does not cover all costs, but the program must exist to help our parents and our children. We don't want our children "hanging out" and carrying latchkeys.

To answer the space question, the extended day children use a portion of the three- and four-year-old classroom that is designated for their specific use, including storage space for their projects.

In training new staff members, we ask them to come for in-service training without pay, because it is essential that the children encounter consistency of discipline and attitude between the regular and the extended day. When the children run out of

the classroom at 3:00, especially early in the school year, we need to be sure it is into the arms of those who will respect and care for them.

Identifying what parents and children need after school and evolving to meet those needs as best we can are efforts that continue to underpin Rockcroft's extended day program. "Change" is the password, and the involvement of a well-trained staff its strength. What we like best is to hear at 5:30 a chorus of wails saying, "I don't want to leave yet, Pop!"

* * * * *

The following voice describes a program in an eastern city speaking frankly of issues concerning the relationship of the school and the after-school program. This relatively new school, grades 1-12, enrolls 340 students.

The After-School Program at the Bluffton School

The main purpose of our after-school program has always been to provide a relaxed, low-keyed afternoon for children needing after-school care. This has been relatively easy to achieve. Throughout the six years the program has been in existence, the children have had a wonderful time. The format for the afternoons has required little revision. Small groups, a "homey" atmosphere, interesting projects without any academic pressure, and time to play outside have continued to meet the needs of young children.

The difficult part of the after-school program has been to find an appropriate philosophical place for such a program within the school and to develop a suitable organization for administering it. The program began with uneasiness six years ago. Was the school compromising its academic role? Was accommodation to parents irresponsible to our beliefs about children's needs? Was

the school taking on the role of parents? Could we provide a suitable and positive afternoon experience that supported families--both parents and children--in an appropriate and conscientious way?

Many of these questions were asked again recently as the program extended in September until 4:30 and included children through grade 5. And again we are proceeding with caution. But what is reassuring is that these unsettled issues have never interfered with the day-to-day functioning of the program and the positive experience of the children.

The present program is organized as a separate unit within the school. Over many "trial years," the requisites in terms of staff, communication with parents, registration procedures and fees, and space for a consistent, smoothly run program have been discovered.

Recognition is given to after-school staff members for their special contribution through a five-day contract that outlines particular responsibilities and emphasizes their part in the school day for each child. Communication with the morning teachers and with parents has become routine, for it has become clear that the after-school teachers add an important perspective to the child's life in school.

As the program has expanded, predictability has become more essential to planning and hiring. Registration is now done a trimester in advance. Although changes in registered days are not encouraged, accommodation is made whenever possible. Fees are kept reasonable to ensure salaries, to provide significant financial aid, and to contribute to school maintenance. Space has always been a problem. The program has some space of its own and shares some space with morning teachers. A separate facility would be ideal and would only serve to reinforce the special nature of the program, but the present system is efficient and has encouraged considerable give and take among people on the staff.

The program for the children is very much a small community within the school structure. Although routines and procedures

are maintained in keeping with the morning program, the after-school program has the enormous luxury of flexibility not possible in an academic schedule. Groups are no larger than eight. Ages are often mixed, and within an afternoon a few groups may join for stories, special activities, projects, or get-togethers. The children are given a stable, supportive environment and the opportunity to interact with children, adults, and materials in a relaxed and yet varied way.

The after-school program at Bluffton is in sound shape. It has become a basic part of the day for many lower school children. The program meets the needs of the children and is well run. But the underlying question remains about the place of any after-school program in an independent school. The existence of the program has required an expanded definition of the role of the school. And perhaps most difficult has been the recognition that in our world there can be no perfect balance between school, work, and home or between educational ideals and the needs of parents and children. We hope that questioning, evaluation, and conversation will continue among the Bluffton School, its families, and the after-school program, because in the process we have all become a little more aware and understanding of one another's strengths and limitations and thus a little more humane.

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The next voice is that of a university laboratory school in a large city having a daytime enrollment of 1,450 students from nursery through grade 12. The school, a division of the university located on the campus, sees its after-school program as part of its laboratory function.

Carlton University Laboratory Schools' After-School Programs

Our decision to create an after-school program was the result of several factors.

First, our school day for children in nursery school through grade 2 is one hour shorter than the school day for older children, which inconvenienced many families.

Second, the school was beginning to draw families from a wider geographic area; for these families, picking children up at differing dismissal times was particularly problematic. Parents were therefore urging the school to have a consistent dismissal time for all students.

Third, we recognized that we had a large number of families for whom after-school care was a major problem because both parents had full-time jobs or were single parents who worked.

Finally, teachers commented that some students were investing more energy in socializing than they were in classwork and that they tended to go home without an opportunity to play with friends after school--a growing problem in urban society. On many occasions we as well as our parents found after-school babysitting arrangements unreliable, and the experience of stranded children was unpleasant for all.

As a result, we developed three after-school programs: Play Lab Hour After and Play Lab Late Day, for children in grades N-2; A Quiet Place To Be, for children in grades 3-8; and special classes, for children in grades 1-8.

Philosophically, we wanted the play lab programs to provide our students with a warm and caring place for them to spend time after school where they could do what they might do at home after school: be greeted by someone who knows them well to talk about their school day, provide a snack (all children come "home" hungry!), and assess their degree of energy or fatigue, suggesting an activity or a nap.

We decided we wanted an adult for every five or six students, to be assigned to a regular group of students, and one or two who would be familiar with the children and program and who could

fill in as a group leader in case of absence. It was essential that our play labs not be "drop-in centers." We felt it was vital that the staff know the children and that the children know where and with whom they were going to be. We agreed that the major activity in play lab should be play; play lab was not designed to be "more school."

In the fall of 1981, we began our two play lab programs, which operate each day our school is in session. Play Lab Hour After extends one hour beyond dismissal time for children in grades N-2. This program is primarily a convenience for families having children in several different grades that enables parents to pick up all of their children at the same time each day and affords children an opportunity to play with friends for an hour after school in a supervised setting. Play Lab Late Day extends from dismissal time to 5:30. This program provides care for children in grades N-2 until their parents can pick them up at the end of the working day.

The programs are in separate facilities and each has its own staff. Parents register their children by the quarter for any combination and number of days of the week. Each program has 40-45 children each day, a staff of eight or nine adults, and a supervisor. In Play Lab Late Day, we hire additional staff members to work with children in areas of their interest, such as tumbling, special art projects, and other activities. The children's participation in these activities is voluntary.

Although we have established a general routine for children in each program, there is always room for some variation. Play Lab Hour After children are met by group leaders in their homerooms at dismissal time and walked to the Play Lab room, which is used during the day for physical education for some primary classes. After a snack with their group leader, the children have four choices: a cooking project, an arts and crafts project, playing inside with blocks and board games, or playing outdoors. Because less than an hour is available each day, projects that can be completed within a day or two seem to be most effective.

For Play Lab Late Day we use our nursery school, a wonderful three-story house several blocks from our main school building. It has a large, well-equipped play yard and places for cooking, carpentry, painting, and napping. Children in the main building are met at dismissal time and walked over to the nursery school in small groups. Unless it is pouring rain, they usually play outside for the first 30-45 minutes. They then come in for a snack, which they help to prepare, and stay inside for about 30 minutes doing quieter things; the nursery school children often nap. Then the children may go outdoors or continue indoor activities until clean-up time. Thirty to 45 minutes before the program ends, the equipment is put away, tables are cleaned, and the children gather on the rug to listen to stories read by a group leader. Lap sitting and relaxing are welcomed by children and adults alike. Parents can readily enter the building, spot their children, and leave, though the children are usually not willing to leave until a story is finished.

One key to the success of our play lab programs has been the supervisors, who are all experienced teachers. They supervise the group leaders, plan activities, act as liaison between our programs and the day teachers, and generally serve as the final authority for the program. We have chosen as group leaders adults who enjoy being with children--teaching assistants in the lower school, college students who have worked in summer camps with children, and other adults whose backgrounds and cultures vary. The diversity of our staff has led to the richness of the program.

Perhaps the greatest challenge in establishing the play lab programs was in being sensitive to the fact that, for the first time, our regular teachers were sharing facilities with "outsiders." Someone else was using "their" room, "their" blocks, "their" doll houses. Clearly, our staff needed to be sure that equipment used was returned to the proper place and that at the end of the day the place was left ready for the teacher's regular class the next day.

In addition, some teachers felt strongly that children should

go home after school and disapproved of our effort to provide a place for them to play after school. It soon became evident to everyone, however, that going home was not an option for these children and that our after-school program was an important factor in parents' decisions to send children to our school. Even more important was the recognition by the school community that the program was a thoughtful, pleasant, carefully staffed, happy place for children.

A Quiet Place To Be, a natural extension of Play Lab Late Day, is a program for children in grades 3-8 whose parents prefer their children to be supervised and able to play with friends rather than going home to an empty house. Running until 5:30, the program gives children a place to do homework and play quiet games with friends. The student-adult ratio is about 10:1.

Our third program, offering special classes or activities, such as wood shop, computer programming, drama, cooking, and soccer, meets one day a week for 10 weeks. These activities, open to children in grades 1-8, are usually limited to 10 participants.

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The follcwing comments came from an after-school day care program director who also works a full day as head of the preschool in a small (400) PS-12 school on the Eastern Seaboard. Her candor matches her sensitivity to the needs of children.

Maplewood School's After-School Day Care

My thoughts on after-school day care? It is bound to increase over the next few years. As a matter of fact, it is hard to imagine that the demand for after-school day care will ever diminish. More and more children come from families where either both parents work or the child is living with a single working parent. This year we have about 30 students in our after-school

day care program, which runs from 3:05 (dismissal time) to 5:30. Because the parent or parents of our day care students work full time, we feel that it is vital to provide a caring, competently staffed, well-organized program. These children are often in great need of tender loving care. We seek to provide that.

We realize that the children (ages three to twelve) are tired after a day in school and must therefore have a program that differs from a regular classroom setting. We try to provide a good combination of informal play, both indoors and outdoors, art activities, games, cooking, and other activities to keep the children interested. As all teachers know, a bored child can cause a lot of trouble! We also encourage the older students to finish their homework in day care so they don't have to spend their limited "at home" time on school-related work.

In general, parents appreciate our efforts. It is essential that the staff deal professionally with parents. Often parents' perception of our school is formed through their daily contact with the day care staff. I occasionally talk with the classroom teacher when a specific child is having difficulty in either school or day care. I also encourage concerned parents to call their children's classroom teacher to discuss their performance in school.

Good understanding and communication between parents and school is especially important for children whose parents work. Because these parents often feel guilty about not being able to spend more time with their children, it is vital for them to feel that the school and the day care program are concerned about and support their particular needs.

As for my feelings about after-school day care, I can answer only from my particular position as head of the school's after-school program. I am also head of our preschool and teach kindergarten in the morning, and so I sometimes feel overburdened. Since many administrators in small independent schools feel the same way, I guess it is just something I have to endure. Since the day care program is housed in the preschool, I am not sure a better arrangement would be possible. One

advantage of this arrangement is that I am in charge and therefore have influence on how the preschool materials and equipment are used and cared for.

We have early day care beginning at noon for the younger children, who are in our morning preschool program. It is important for them to have a feeling of continuity; my overseeing the operation helps to ensure this continuity. I am contracted to stay until 3:05, but actually often stay significantly later. We have one day care staff person who is employed from noon to 3:30 each day. Our other staff person comes in two days a week at noon and three days a week at 3:00. On Wednesdays, when we have faculty meetings, we hire a third person to help from 2:00 to 4:00 with the faculty children who use the after-school day care that day. So we have at least two staff people with the day care children at all times and three during our especially busy times.

I feel that our after-school program is a benefit to the school. We probably have enrolled here as students children who would not be able to attend if we did not provide after-school day care. While the program does not clear much money, it does provide a wonderful service for our parents.

One of the most difficult aspects of our program is not knowing from day to day how many children will attend. We certainly do have a core of regular day care students, but we also allow "drop-in" day care. Parents who need day care for a particular afternoon need only send in a note with their child in the morning to enable the child to be in day care that afternoon. This is easy for the parents, but it sometimes causes difficulty for the staff.

Keeping track of hours of attendance and billing--we often have as many as 50 or 60 children using day care each month--can be complicated. Also, we are sometimes a bit understaffed when an unexpected number of children show up on a given afternoon. We tend to have more students in day care in the winter when the weather is bad and the parents want a longer break from their kids. If we do have an extra-large number of students in day care, I generally give some of my time to help out.

One interesting observation is that we tend to have many more boys in day care than girls. It would be interesting to find out if this holds true nationally.

A concern I have about after-school day care is the difficulty of finding qualified people to staff the program, given its somewhat undesirable hours. Married people often are not interested because they have family obligations during those hours. Single people often want a job offering more hours. As we have expanded, we have tried to staff our program in a way that meets the needs of both program and staff people. To be honest, we have had quite a bit of staff turnover in our after-school day care program. We have been fortunate to have one senior staff person for three years, but the second staff person has been different each year.

Another frustration is the public and school view of day care as convenient "babysitting" and of no real significance. Day care staff people are often looked on as being less professional --and they are generally paid less--than "regular" teachers. In actuality, day care staff members have to be especially competent because children come to day care tired and tense after working hard in school. One of the unique features of day care is the wide age span of the children, which makes it a particular challenge. It also makes day care a very interesting and family-like environment for everyone.

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These comments of the director of day care at a large elementary school in the Southwest focus on benefits of the program to the school, especially the positive effect it was having on recruitment of students and faculty members.

Charles Lindbergh School Day Care Program

Our major reason for offering a program of continuous quality care for our students is to provide a set of experiences that are suited to each child's welfare. Teachers, day care staff, and parents work together to promote the child's development and feeling of self-worth. In this way, we have a handle on the forces acting on the child's life.

Naturally, this is also a service for parents who have one drop-off point, one billing institution, and confidence in the system and staff. Our program extends through the summer, which allows working parents to use the same day care facility and staff throughout the year.

This is good public relations for our school. Our summer program is open to the community. An excellent way for new students to be acclimated to the school, it has proven a good recruitment tool. Day care has been a drawing card--especially for working single parents and families where both parents work.

For our staff, it provides an opportunity for teachers who have young children to have them in their daily environment. This makes an attractive drawing card for good teachers with young families. Children have a place to go right after class, and it offers extensive information to the teacher about a child's behavior. The early childhood program can be balanced, supplemented, and extended rather than duplicating another program in another child care facility.

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The voice that follows highlights the social and emotional aspects of children's growth as it is nurtured in an extended day program in a K-6 school in the Midwest enrolling 325 students.

Olivette Child Care Center

Our program was the brainchild of a group of parents from a public school in an affluent suburb of a major city. They were primarily from families where both parents worked or were single parents desirous of quality care for their children before and after school.

The parents solicited the support of the school's administrators, who felt that the school would be much more receptive if the parents assumed the responsibility for establishing and operating a "before and after school program." A feasibility study was conducted to determine the hours of operation and the ages of the children who would be involved in the program. Tuition rates were established for parents to know what would be expected financially. The parents then organized all the necessary committees--policy and procedure, finance and enrollment, legal, and personnel--the sum of which constituted the parent advisory committee. The parents were determined to develop a high-quality program for their children.

We opened with 24 children, ages five through ten. Now in its third year, the program has 48 children, ages five through twelve. We have three classifications of students: full-time (10 hours or more per week); part-time (seven to nine hours per week); and hourly (six hours or less per week). We decided that it was of the utmost importance not to have a drop-in program because consistency and continuity are essential to its success.

We developed a program that had a homelike nurturing atmosphere, one that was enjoyable and stimulating for the adults and the children. Such a program needs to be nurturing for children, for parents, and for staff members.

We have found several effective ways to develop a nurturing environment for the children. When parents call for an application, we ask them to come in with their children. We speak with the children first, asking them their name, how old they are, what kinds of things they like to do, and walking around to show them and their parents the center. Parents and children usually

come back while the program is in session so that the child may see the program in action.

Another way of creating a nurturing environment is to send the children personal letters during the summer, talking about forthcoming fall activities and asking about their summer.

We usually begin each day with small group meetings according to age, with kindergartners and first graders usually meeting in one group and second, third, and fourth graders meeting in another. This gives the children an opportunity to share with the group and with the teachers the anxieties of the day and the frustrations that were involved. We read stories to set the pace, to slow their day down. Frequently we read Grimm's Fairy Tales, which seem to give the children internal release for aggression; through the fantasy of the stories, they seem able to deal with some of their anxieties through the day.

When a story is being read, or during a game, it is common for a child to crawl up and sit on the teacher's lap and watch the activities. The teachers in the program were surprised at how much holding, cuddling, and touching these children need.

We play short, transitional games to help us feel some cohesiveness as a group. This is the only time we meet as a group. The group meetings are sometimes extremely difficult because this 3:30 transition time can be absolutely chaotic. The children are coming down off the wall and are loud and physical. These group meetings can be extremely hard, but they are absolutely important for setting the tone for the day by developing the nurturing environment needed for a successful program.

After our circle, we offer a nutritious snack. One of the dictionary meanings of "nurturing" is "food, diet, that which nourishes." A good-quality snack program is important for developing a nurturing environment, for it tells the children, "We care about you."

As long as weather permits we have outdoor play time. This was a problem at first because some of the children were ridiculed by neighborhood children not involved in our program who said that child care was for babies. This intrusion into their

playground territory offended the neighborhood children. When they were included in the kickball, soccer, and wiffleball games, their attitude changed. Strong ties were developed with the neighborhood children, who then became unofficial members of the program, thus giving it another dimension.

After our outdoor time, the children are free to choose among a wide variety of activities: dress-ups or dramatic play, blocks, easel painting, finger painting, clay, board games, and woodworking. The older children are often the first to choose dress-ups and blocks. We give children the opportunity to play, to act out, and to role play in situations that support them and their feelings. Thanks to a spirit of togetherness that has developed within the program, the children feel that it is safe to act out and play without ridicule from the others.

In after-school programs it is vital to have a quiet place for the children. Frequently they will find corners, turn their chairs on one side to build themselves a cubby inside which they can play a game, bring a friend, or bring their homework.

Thus the children are saying that it is not just a quiet place they need but a place to be alone. If they were at home, they could find a quiet place in the house to be alone. This is something that was missing for a long time, but the children developed it through their own needs and creativity. Sometimes lack of space makes it difficult to find a place to be alone.

The indoor time--playing time--is very important and very touching for teacher and child alike. It is an opportunity for teachers to sit down with every child. Many times there isn't much conversation going on in a game of checkers; it is just a time to relax and unwind from the stress of the day. Play time gives teachers an opportunity to use their questioning ability to help get at problems and to stimulate curiosity about how things work. This is a time for hows and whys and whens and wheres.

People who have special skills or talents to share--artists, potters, gymnastics instructors, yoga instructors--are important to an extended day program. They ordinarily work with a group of eight to 10 children. At first, we asked these children to sign

a contract saying that they would stay with the activity, maybe once a week for four weeks.

It was soon evident that this procedure had pitfalls. At this time of the day, the children did not need to be bound to a commitment like this, so we eliminated all contracts and all sign-up lists. We now ask the children what specialty people they would like to have. We make a simple announcement: "A potter is coming today. Who would like to do pottery? We will start at 4 o'clock and will call you in from outside." Whether three children or 10 children choose to be involved, the activity works much more smoothly. The children make a commitment, but one that comes from within themselves.

One of the dangers of before- and after-school programs is that people lock into a formalized curriculum, have activities every day, have specialty people and specialized programming, and it will not all fit. Before- and after-school programs are not an extension of the academic day. They are an extension of the school, but the children do not need to have formal curriculum.

Providing a nurturing environment for parents is equally vital. A parent's first experience is usually a phone call to ask about the program. It is important to deal with parents in a highly professional manner, to say that the program is an important concept in education, and that the program is staffed by professionals who will take good care of their children. This approach, together with having parents and children visit, sets the foundation for a nurturing environment for parents. It says to parents, "We really do care about your children."

A concern of many parents was articulated by one mother who spoke of the guilt she was experiencing by sending her child to school for a 12-hour day. It was extremely important to this mother for her child to be in a setting that fostered her child's social and emotional well-being. This mother shared her own experience as a young girl--how it felt to come home after school and go to her room to relax. She knew she could go out with her friends or just stay home with her mother. In retrospect, she

felt the security of mother being there was extremely important. This recognition intensified her guilt.

Parents are always receptive to talking about positive things concerning their child and to sharing things that seem to need discussion--conversation at home about the program, a divorce situation, or a biting incident, for example. Parents need to be in tune with those happenings of the day.

There are some other important aspects of communication. Parents need to know that what is said between parent and teacher is going to be kept within the confines of that conversation. Short newsletters also keep parents informed. The first page of our newsletter gives information, and the second page usually consists of recipes and descriptions of books for children or parents.

Every family in our program has a vote on the issues that are to be dealt with in our program. This involvement is another way of saying, "This is our center." One reason our program is so successful is that our parents make a personal investment in it, starting with the first group of parents and joined each year by new parents, who are constantly involved and help wherever they can. Our parents are just as involved as our children some days. They volunteer to bring food, to clean up, to be of help in other ways. Our parents are an active part of our program, which makes it a successful and happy one.

Greeting the parents as they come to pick up their children and inviting them to sit down, to take part in a game, to watch, and to observe is important. It lets the children know that they have a few more minutes to finish their activity. Sometimes children respond physically to their parents, hitting or trying to kick them. The parents feel hurt, even though this kind of regressive behavior, especially among younger children, is so normal. It is a way for children to get back at their parents for thrusting them out to school, for 12 hours, in some cases. The way they get back at them is by saying "I don't want to go home," "Get away," "Leave me here," or acting out these

feelings. Because this hurts the parents tremendously, the teachers need to act as mediators.

We talk to our children about the difficult days that Mom and Dad have at the office and how hard it is for them to finish work and race through traffic to pick up their children. To arrive and find their children not being very kind to them, verbally or physically, is just not the way to start the evening. Parents appreciate our attempts to help their children unwind during the afternoon and to get them ready to go home. These are some of our ways of developing a nurturing environment for the parents.

Nurturing the staff is paramount. It is extremely important for staff members to realize that they are not babysitters in spite of the view of programs like ours as a babysitting service. That is why professionalism is vital. Staff members are given a job description, in conjunction with which they need to sit down and develop their own job description, set their own goals, and discuss their own purposes for what they are doing and why they are doing it.

At the beginning of the school year, there needs to be an orientation process that includes having the staff and the program coordinator sit down and discuss their goals. It is also the time for the coordinator to look closely at the program to understand what his or her goals are and to make them an important part of the daily program. The teachers need to take on specific responsibilities, whether it be buying sports supplies or taking part in the daily planning. Each teacher needs to have a specific duty.

About two months after job descriptions have been refined by each staff member, they need to be discussed and evaluated to see whether staff members feel they have met their goals during this time, what they need to do to meet those goals, or whether some of their goals have changed.

Several anecdotes from the past few years may be of interest. A second grade boy's mother sent a note saying, "Please send Billy home at 4:30," and so that day we did. At 5:00 we got a call from this little fellow, who said that his mother was

delayed at the office, he was in the house all by himself, and he felt scared and lonely. After the coordinator talked with him, trying to relieve his anxiety, all of the children went to the telephone and talked to him. The children realized how difficult it was for him to be home alone, and they were more than eager to keep him company on the phone. Our phone conversation lasted one hour, until his mother got home. The same thing happened to another child, who met his anxieties the same way. He called us up and talked to us for an hour. He badly needed some guidance, some nurturing, someone to be around.

Another story concerns a first grade girl who expressed some fears to us. We were out in the play yard for our outdoor time, and three army fighter jets flew overhead. The little girl began to cry hysterically. When she finally settled down, she told us that she was afraid the jets were going to bomb us. We told her she was safe. This girl was tremendously fearful about safety; if she had been home by herself, which she would have been because her mother is a working single parent, who would have been there to alleviate her fears? It is hard to tell what she would have done if someone had not been there to give her the support she needed.

The last anecdote is about a little girl whose parents, recently divorced, had joint custody of her. She was five years old; she sat on my lap a lot whenever there was a relaxing time. She would touch faces with me during the day and needed a hug once in a while. When her mother came in, she would call me "Daddy," and I would say, "I'm not your daddy," but she would keep on saying, "You're my daddy, you're my daddy."

This upset and hurt her mother, who, together with her father, was keenly aware of the child's feelings and trying to make this divorce as easy as possible--which is impossible, but the child did have some specific needs. We were able, at our center, to support the child and her mother and father during this anxious time.

We feel that the support within our program, not just in special situations like these but for all of our children, is

rather overwhelming. Our center is a really good place to be--for children, for parents, and for the staff.

Our program is not just for children of working parents. The type of program we have developed is an important place for any child to be, a place where you can act out, feel free, and still have someone there to say, "I care for you."

SUMMARY

The old messages saying that young children should be home after school are not so easily quieted. Parents feel guilty, teachers are concerned, and even children sometimes articulate the need for more time at home. Yet extended day programs are happy, healthy places, not simply compromises born of necessity, not babysitting to get us through.

We were impressed by the rapid rate of growth in programs in the last five years and even more impressed by the sensitivity and caring and concern on the part of so many who work so hard to take the extended day seriously and to see it as an integral part of a school's service.

The extended day does not appear to interfere with or hamper a school's educational functions. It does not appear to be a great burden on a school's administration or a drain on dollar resources. It even offers some schools help in recruiting faculty members and students and improves communications with some parents. An extended day program works best when administrators regard it as a full-fledged component of the school and allocate the requisite staff, space, and resources. An extended day program needs as much administrative attention to quality as any part of the academic program needs.

We were surprised at finding such great emphasis on supporting and nurturing the parent as well as the child. Extended day program directors seem to understand that, in their context, nurturing "the whole child" really does include the child's parents. The uncritical and helpful attitude toward parents we heard among our "voices" in the field was heartwarming.

It is certainly better for young children to be in an extended day program than alone or coping with inconsistency and an irregular schedule. We go a step further by saying that we do not believe it is bad for children to be in extended day programs. Although we have no data to support this opinion, our impressions are positive, and the more homelike the program, the more positive the impressions.

Since some children say they would like to be in an extended day program some days and home others, we suggest that it may be beneficial for those parents who can do so to be home after school or at least earlier than usual one day a week, and, if they can't do that, perhaps one day a month.

Although there is no absolute proof, the extended day looks like fun for lots of children. They seem able to handle it and to enjoy the activities. While they don't act deprived, they do need lots of love, lots of hugs and snuggles, lots of snacks, and lots of freedom and choice. The message is pretty strong: Go easy on the structure and heavy on the warmth. Hire quality, watch the student-staff ratios, and pay attention to coming and going transitions.

Extended day programs are something about which every elementary school should think. They offer the school, the parents, and the children positive opportunities, but they should only be undertaken if a school is committed to developing a program of quality. The children need it, and they deserve it.

Appendix A

Considerations in Beginning an Extended Day Program

The following list of considerations, drawn from the text, have been developed to assist schools as they begin an extended day program. Because they are comprehensive in nature, they obviously will not have relevance for every situation. Instead, they are designed to stimulate thought and reflection.

General considerations

1. Who will provide the guidance in initiating and organizing the program?
   a. School head
   b. Board of trustees
   c. Teachers
   d. Parents
   e. Combination of any of the above

2. Who will serve as the governing body for the program?
   a. Board of trustees
   b. Separate board of directors
   c. School
   d. School head
   e. Other

3. Will by-laws be written for the program?

4. Is it advantageous to seek licensing?

5. What space will be used for the program? Will it be shared or separate? Will there be a charge for the space?

6. What ages will be served by the program?
   a. Three to five
   b. Six to eight
   c. Nine to twelve

7. Is there a limit as to how many children can be enrolled?

8. What will the hours of the program be?
   a. Before school
   b. After school
   c. School holidays
   d. Conference days
   e. Summer
   f. Other

9. What types of enrollment will be available to parents?
   a. Drop-in
   b. Hourly
   c. Part-time
   d. Full-time

10. What will the tuition be for each of the enrollment options?

11. How will tuition be billed?
   a. As part of school tuition
   b. Weekly
   c. Monthly
   d. Other

12. Will there be a penalty for late pick-up?

13. Will transportation be provided? If so, how?

14. Will the program be open to children outside of the school?

15. What records will be maintained?
   a. Enrollment or application
   b. Health
   c. Progress
   d. Field trip permission
   e. Other

16. What insurance agreements will be necessary?

17. Who will provide the clerical assistance?

Staff

1. What type of individuals are needed to staff the program given its philosophy, hours, ages of the children, etc.?

2. What positions and how many are appropriate for the program?
   a. Director
   b. Lead teacher(s)
   c. Assistant(s)
   d. Aide(s)
   e. Coordinator
   f. Combination of any of the above

3. What degrees and/or certificates coupled with experiential background are preferred?

4. Which staff members will be paid hourly and which will be salaried? What will they be paid?

5. What are the hours for staff members?

6. Will any of the staff members be employed by the school also?

7. Will job descriptions be written for each position?

8. How will staff be recruited, interviewed, and selected?

9. Will there be written contracts for the staff?

10. By whom will the staff be evaluated?
    a. Director
    b. School head
    c. Self-evaluation
    d. Outside consultant
    e. Other
    f. Combination

11. What arrangements will be made for substitutes?

Program

1. What is the philosophical orientation of the program?
    a. Recreational
    b. Academic
    c. Developmental
    d. Informal with some planned activities
    e. Formal, consisting of planned and organized activities
    f. Combination

2. What activities will be provided?
    a. Board games
    b. Outdoor play
    c. Mini-courses
    d. Art activities
    e. Homework
    f. Television
    g. Team sports
    h. Other indoor activities
    i. Specialists to work with children (e.g., gymnast, potter)

3. How will the program be structured?
    a. Teacher-directed
    b. Child-directed
    c. Informal
    d. Formal
    e. Small group
    f. Large group
    g. Combination

4. How will the program be designed to meet the needs of the total child? Emotional, psychological, social, physical, etc.?

5. Is the space adequate to implement the program, to accommodate size of group, etc.?

6. What is the appropriate teacher-child ratio to implement the program?

7. Will there be grouping by ages in the program?

8. How will snacks be provided?
   a. Parents' responsibility
   b. Children make the snacks
   c. Center provides snacks

9. Will snacks be nutritious?

10. Will the program have its own equipment and materials or will they be shared?

11. How will the program be evaluated?
    a. Director
    b. Outside consultant
    c. Parents
    d. Outside agency
    e. Combination

Budget

1. What will the expenses be?
   a. Salaries
   b. Rent
   c. Utilities
   d. Maintenance
   e. Insurance
   f. Specialists
   g. Other

2. What will the income be?
   a. Tuition
   b. Fund raisers
   c. Contributions
   d. Other

3. Who will be responsible for the bookkeeping?
   a. Program director
   b. School head
   c. Professional bookkeeper
   d. Treasurer of board of directors
   e. Other

4. Will financial assistance be available?
   a. Full scholarships
   b. Partial scholarships
   c. Sliding scale
   d. Other

5. Who will determine the criteria for financial assistance and what will the process be for determining the recipients?

Parent involvement

1. To what extent will parents be involved in the program?

2. How will reporting to parents be handled?
   a. Regular basis
   b. Request basis
   c. Both
   d. No reporting to parents

3. How will the staff communicate to parents?
   a. Newsletter
   b. Handbook
   c. Conferences
   d. Special events
   e. Informally
   f. Other

Appendix B

Considerations in Evaluating an Extended Day Program

The following considerations, drawn from the text, are intended to assist schools as they evaluate an existing extended day program. Because they are comprehensive in nature, they obviously will not have relevance for every situation. Instead, they are designed to stimulate thought and reflection.

General considerations

1. Does the program enhance the overall quality of the school?

2. Is the governance of the program well defined, appropriate, and does it function well?

3. Are there by-laws or guidelines that determine the policies of the program?

4. If the program is licensed, is there a positive, cooperative working relationship with the licensing agency? If the program is not licensed, would it be advantageous to seek such?

5. Is the space adequate for the program? Is the space utilized to its fullest potential?

6. Is the program meeting the needs of the families that the school serves?

7. Are all the ages being served that need to be?

8. Is the enrollment appropriate for the space and the staffing patterns?

9. Are the hours of the program adequate?

10. Are the enrollment options appropriate given the clientele?

11. Is the tuition sufficient to meet expenses? Is it reasonable?

12. Is the tuition billing process smooth and efficient?

13. Is there a penalty for late pick-ups, is it reasonable, and is it enforced? If there is not a penalty, should there be?

14. If transportation is provided, is it appropriate as well as smooth and efficient?

15. If children outside the school are not being served, is it reasonable and feasible to do so? If children outside the school are being served, is it appropriate to continue and does it function smoothly?

16. Does the program maintain appropriate and necessary records? Are they kept current and are they functional?

17. Are the insurance agreements appropriate, current, and adequate?

18. Is the clerical work related to the program done expediently and well?

19. What are the strengths of the program?

20. What are the weaknesses of the program?

21. Is a quality job being done by the program?

Staff

1. Are the staff positions appropriate for the program?

2. Is sufficient time given to recruiting, interviewing, and selecting staff members?

3. Are expectations for staff members defined in job descriptions?

4. Are the staff members well qualified for their respective positions in terms of education and experience?

5. Are contracts or letters of agreement offered to the staff?

6. Are the staff members committed to before- and after-school programs?

7. Are the staff members knowledgeable about the emotional, physical, and social needs of children?

8. Do the staff members see each child as an individual and recognize that needs will vary?

9. Do staff members clearly understand their roles, duties, and hours and have a working knowledge of the policies of the program?

10. Do staff members have cooperative, positive working relations among themselves and with the governing body of the program?

11. Are problems posed--burnout, overlapping hours--for any staff members who are employed by the school?

12. Are the salaries appropriate to individual staff members, given their respective backgrounds and positions in the program?

13. Are the staff members evaluated in a way that promotes their personal and professional growth?

14. What are the procedures for substitutes?

15. Is there much staff turnover? If so, why?

Program

1. Is the philosophy of the program well defined and made clear to children, parents, staff, and the governing body?

2. Is the philosophical orientation of the program appropriate given the hours of the program and the ages served?

3. Is there a variety of activities provided that are of interest to the range of ages?

4. Is the structure of the program functional and appropriate? Is there a balance in teacher-directed, child-directed, formal, informal, active, quiet activities?

5. Is the use of space appropriate for the particular activity?

6. Is the teacher-child ratio appropriate during various activities?

7. If the program groups by ages, is it done appropriately?

8. Are the physical needs of children met through a balance of quiet time/active time?

9. Are the arrangements for snacks appropriate and are they nutritious?

10. Are the materials and equipment sufficient and appropriate to execute the program?

11. If the materials and equipment are shared, is there a positive cooperative arrangement?

12. Is the program evaluated such that growth is facilitated?

13. Is the program flexible enough to accommodate the needs of parents?

Budget

1. Are the expenses reasonable?

2. Is the income predictable and sufficient enough to cover the expenses?

3. Is the bookkeeping system well defined and efficient?

4. If financial assistance is available, are the criteria well defined as well as the process for determining recipients?

5. Are there provisions or policies that govern delinquent tuition?

6. What is the overall financial state of the program?

Parent involvement

1. Do parents know if their involvement is expected, encouraged, discouraged, etc.?

2. Is there clear communication between the staff and the parents?

3. Do the parents have a thorough knowledge of the program, the staff, and the policies?

4. Are parents kept informed concerning their child(ren)?

5. Is there communication from the classroom teacher to the staff member in the program to the parent when circumstances necessitate?

6. Is there appropriate written communication concerning the program to parents, e.g., handbooks, newsletters, bulletins, etc.?

Appendix C

Extended Day Program Questionnaire

The following questionnaire was sent by NAIS to its 900 member schools in the spring of 1983 to gather information for this report.

School _____ Telephone _____

Address _____

1. Enrollment of school (please circle appropriate number).
   1. Under 101
   2. 102-200
   3. 201-350
   4. 351-500
   5. Over 500

2. Type of school (please circle).
   1. Boys'
   2. Girls'
   3. Coeducational

3. Grades served (circle all that apply).
   1. Pre-kindergarten
   2. Kindergarten
   3. 1-6
   4. 7-8
   5. 9-12

4. Do you have a program that cares for children before and/or after school hours?

   _____ Yes. If "yes," after providing the information requested above and in the remainder of this section, please forward this entire packet to the individual in your school who is responsible for that program. Completed questionnaires should be returned to Susan Nall by May 9. An envelope is provided in this packet for your convenience.

   A. Qualitatively (please circle appropriate number)
      1. In my opinion the program adds to the overall quality of the school.
      2. In my opinion the program detracts from the overall quality of the school.
      3. In my opinion the program has no effect on the overall quality of the school.

B. Time commitment (please circle appropriate number)
   1. The program takes none of my time.
   2. The program takes some of my time.
   3. The program takes a considerable amount of my time.

_____ No. If "no," please circle the numbers that apply, making sure that the information above is complete, and return this page to Susan Nall by May 9 in the envelope provided.

1. We have considered organizing such a program but have decided against it.
2. We are currently considering it.
3. We are currently organizing it.
4. We had a program and discontinued it.
5. We have never considered it.
6. Other _____

5. Do you have a day care program for faculty children during school hours? (Please circle.)
   1. Yes
   2. No

_____
Signature

* * * * *

To be completed by the individual responsible for the extended day program in the school

Please circle all the numbers that apply. In some cases there may be more than one response.

1. Number of years program has existed (include present year).
   1. In first year
   2. 2-4
   3. 4-6
   4. 6-10
   5. More than 10

2. Program was begun by
   1. Parents
   2. School
   3. Combination
   4. Other _____
   5. Unknown

3. Total enrollment in program
   1. Under 15
   2. 15-25
   3. 26-35
   4. 36-50
   5. 51-75
   6. 76-100
   7. Over 100

4. Ages served (may circle more than one)
   1. 3- to 5-year-olds
   2. 6- to 8-year-olds
   3. 9- to 12-year-olds

5. Is the program open to children from the outside community?
   1. Yes
   2. No
   3. If yes, approximately what percentage of the children enrolled in the extended day program are from the outside community and are not students in the school? _____%

6. Approximate percentage of children enrolled in the extended day program from
   1. Single-parent family _____
   2. Two-parent family, one income _____
   3. Dual-earner family _____
   4. Other _____

7. Hours of program (may circle more than one; please give hours)
   1. Before school _____
   2. After school _____
   3. Other _____
      (i.e., one-day holidays, school vacations, summer, etc.

8. Space for the program
   1. Program has <u>own room(s)</u> within school building rent-free.
   2. Program has <u>own room(s)</u> within school building and pays rent.
   3. Program <u>shares</u> space with some part of school building <u>rent-free</u>.
   4. Program <u>shares</u> space with some part of school building and <u>pays rent</u>.

9. Tuition information
   1. Weekly _____
   2. Monthly _____
   3. Bimonthly _____
   4. Other _____

   Please indicate tuition cost.

10. Is tuition included in school tuition bill?
    1. Yes
    2. No
    3. Optional

11. Enrollment information (may circle more than one)
    1. Drop-in
    2. Hourly
    3. Part-time
    4. Full-time
    5. Other _____

12. Records maintained by program
    1. Enrollment form or application
    2. Health
    3. Progress
    4. Other _____

13. Is there a penalty for late pick up of children?
    1. Yes. If so, what? _____
    2. No

14. Is there any transportation provided by the program?
    1. Yes. Please explain _____
    2. No

15. Licensing
    1. The program is licensed by the state.
    2. The program is not licensed by the state.
    3. Program is in the process of obtaining a license.

Personnel

16. List positions within the staff of the program:
    1. Title _____
       Hours/week _____
       Monthly salary _____
       Also employed by school (yes/no) _____
       Educational background _____

    2. Title _____
       Hours/week _____
       Monthly salary _____
       Also employed by school (yes/no) _____
       Educational background _____

    3. Title _____
       Hours/week _____
       Monthly salary _____
       Also employed by school (yes/no) _____
       Educational background _____

    4. Title _____
       Hours/week _____
       Monthly salary _____
       Also employed by school (yes/no) _____
       Educational background _____

17. Approximate teacher-student ratio _____

18. Recruitment
    1. It has been difficult to attract quality staff to this program.
    2. We have not experienced difficulty in attracting quality staff.
    3. Attracting quality staff has been somewhat of a problem.

19. Staff turnover
    1. A great deal of staff turnover.
    2. Some turnover in staff, but no more than what could be expected.
    3. Very little turnover.

Governance

20. Program is governed by
    1. School trustees
    2. Its own board of directors
    3. Other _____

21. Does the program have by-laws?
    1. Yes
    2. No

22. Insurance agreements
    1. Part of school policy
    2. Separate from school policy
    3. Combination of the above
    4. Other _____

23. Are there special written agreements or any legal agreements concerning space, teacher contracts, etc.?
    1. Yes. Specify _____
    2. No

Program

24. How would you characterize the philosophy of the program? (Check all that apply.)
    1. Academic
    2. Recreational
    3. Developmental
    4. Informal with some planned activities
    5. Formal, consisting of planned and organized activities
    6. Comment _____

25. Provision of snacks
    1. Parents provide snacks
    2. Children make the snacks
    3. Center provides snacks
    4. No snacks served

26. Time of snacks
    1. Before school only
    2. After school only
    3. Both before and after school
    4. Occasionally

27. Are the snacks nutritionally sound?
    1. Yes, consistently
    2. Not particularly
    3. Occasionally

28. Does the program have its own equipment?
    1. Yes
    2. No
    If yes, describe. _____

29. What kinds of activities are available for the children? (Check all that apply.)
    1. Board games
    2. Outdoor play
    3. Mini-courses, i.e., cooking, yoga, etc.
    4. Homework
    5. Specialists to work with children, i.e., gymnast, potter, etc.
    6. Television
    7. Team sports
    8. Art activities

30. Structure of program
    1. Most activities are teacher directed
    2. Most activities are child directed
    3. A balance exists between teacher- and child-directed activities

Budget

31. List major expenses _____

32. List income other than tuition _____

33. Do you pay for maintenance?
    1. Yes
    2. No

34. Provision of financial assistance
    1. Some full scholarships
    2. Some partial scholarships
    3. Sliding scale
    4. Other _____

35. Overall financial state
    1. Breaks even
    2. Program returns funds to school
    3. Program is subsidized by school
    4. Program makes a profit and keeps it for program
    5. Additional financial information: _____

Parental involvement

36. Are parents involved in the program?
    1. Yes
    2. No
    3. Marginally

37. Is reporting to parents
    1. On a regular basis?
    2. On a request basis?
    3. Both?
    4. No reporting to parents

38. Communication to and with parents is through
    1. Newsletter
    2. Handbook
    3. Conferences
    4. Special events
    5. Other _____

Evaluation

39. Children
    1. Children are formally evaluated in written form
    2. Children are informally evaluated
    3. No attempt is made to evaluate the children

40. Staff
    1. Staff are formally evaluated in written form
    2. Staff are informally evaluated
    3. No attempt is made to evaluate the staff

41. Program
    1. The program has been formally evaluated. If so, by whom? _____
    2. The program has not been formally evaluated.

42. Do you believe that a quality job is being done in the extended day program? _____

43. Strengths of program _____

44. Weaknesses of program _____

Comments:

Questionnaire completed by
Name:
Title:
Home address:
Home telephone:

Appendix D

Selected Reading

Books and monographs

Baden, R. K., et al. School-Age Day Care: An Action Manual. Boston: Auburn House Publishing Co., 1982.

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